**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: First Grade** | | | **Date(s)**: Unit 1 Task 4 (1- 2 days) |
| **Unit Title:**  Wanted! A Few Good Friends… | | | **Corresponding Unit Task: Write an Opinion**  After listening to and discussing several narrative and/or nonfiction stories based on the theme of friendship, with guidance and support from the teacher, each student will write an opinion piece about his/her favorite book about friendship. | | |
| **Essential Question(s):**  **How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly?**  **Why is it important for us to give others the opportunity to speak when we are sharing ideas?**  **Why is it important to state an opinion through writing?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Books on friendship that you have read to class.** | | | | **Punctuation, capitalization, opinion, draft, pre-write, brainstorming, edit, publish** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RI. 1.2. Identify the main topic and retell key details of a text.**  **I Can Statement(s): I can retell a story from memory.**  **Instructional Plan:**  **Part 1: Text Review**   * **Story Structure Matrix**: The teacher will conduct a review of each story that has been read and shared based on the information recorded on the Story Structure Matrix (*See Performance Task 2*). With guidance and support from the teacher, students will read aloud what was recorded about each story chorally. As the details are reviewed, the teacher should comment about what s/he liked best about each story. * After reviewing the stories that have been read, the teacher will explain that students are now going to discuss what they liked about these books, but they are going to hold their discussions in small groups called “Sharing Circles.” S/he will explain that this is a very “grown-up” way of having conversations about important topics, and now that they are in first grade, s/he is confident that they will be able to handle the personal responsibility that will be required for this to work well. | | | | |
| **Gradual Release of Responsibility:**   * **Modeled** * Shared * **Guided Practice** * **Independent** | **Writing**  **Standards: W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure.**  **I Can Statement(s):**  **I can start my sentence with a capital letter.**  **I can end my sentence with punctuation.**  **I can communicate ideas through writing.**  **I can form an opinion.**  **I can write about my opinion and support my opinion.**    **Instructional Plan:**  **Day 1 -**  **Teacher will model with think aloud how to choose a book and why they chose it. Maybe a gallery walk with the books…Have them around the room and walk around talking about them. Also refer back to any anchor charts you have made on different books. Or refer back to the story structure matrix from the unit found on GEMS. EX: I like this book because…I think this book is…because…**  **Then students will gallery walk with a partner and talk about the different books on friendship. EX : What they liked or did not like about each book.**  **Or**  **Part 2: Pre-Writing Discussion**   * The teacher will explain and model the procedure for “sharing circles” as follows:   1. The teacher will set up book discussion groups consisting of 3-4 students, one of which is the **designated leader**. Each circle will operate using the same set of rules:      + Everyone, including the leader, gets to share.      + Everyone should try to contribute, but you can skip your turn if you wish. (. . . when first beginning circles. As students become more familiar with this strategy, each student should be prepared to participate.)      + Everyone listens to the speaker.      + Everyone has the same amount of time in which to speak.      + Everyone listens respectfully . . . no interruptions, criticisms, etc.   2. The teacher will post the **procedures** for all to see   3. After discussing the rules, the teacher will explain and model the process for conducting a sharing circle conversation using the following protocol: * This protocol can be found in the unit on GEMS   **Then teacher will then model think aloud on filling in graphic organizer for persuasive writing.**  **Graphic Organizers –** [**www.netrover.com/kingskid/graphic/graphic.htm**](http://www.netrover.com/kingskid/graphic/graphic.htm)  **Then using the writing example from task 4 – use ideas from graphic organizer to fill in example.**  **My favorite book about friends is\_\_\_\_\_\_.**  **I like it because\_\_\_\_\_\_\_\_\_\_.**  **Another reason I like it is\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **I also like it because \_\_\_\_\_\_\_\_\_\_\_.**  **Teacher will model using capital letters, punctuation, pronoun I, using the word wall, sounding out unfamiliar words, and looking back at anchor charts.**  After the teacher has **modeled** this task, students will be provided a piece of primary story writing paper and allowed adequate time to write and illustrate their own opinion piece on the same topic. As students work independently, the teacher will monitor, conference, and provide support as needed. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L.1.5c Identify real-life connections between words and their uses.**  **I Can Statement(s): I can use my environment to help write words correctly.**  **Instructional Plan:**  As frequently used words are added to the Word Wall, students should be expected to spell them correctly in their daily writing activities.  At this point in the year, as students are engaging in writing activities, they should be encouraged to reference environmental print and anchor charts to spell familiar words correctly.  Vocabulary that is essential for students’ comprehension of a story should be taught explicitly prior to reading. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.1.6 Produce complete sentences when appropriate to task and situation.**  **I Can Statement(s): I can talk and listen to my classmates to share ideas.**  **Instructional Plan:**  Prior to writing, students should have the opportunity to discuss the topic which they will be writing about. A *simple sharing circle* is used in Performance Task 4 as a pre-writing activity. Other simple strategies that can be used to prepare emergent readers for a writing task is “Think-Pair-Share” and “Circle Chat.” See Resources and Materials for a link to an article that explains the process.    Having multiple opportunities to discuss familiar text provides with practice in speaking in complete sentences, using a clear voice, using correct language conventions, and oral vocabulary skills. When students have adequate practice using these skills verbally, it will transfer to their writing. | | | | |
| **Closing/Summarizing Strategy** | **Students can share with a partner what they wrote and discuss it.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Have students choose their favorite book about friendship and create an advertisement about the story that can be showcased in the media center to encourage others to read the book and learn more about the topic of friendship. Reflect on the qualities that made the book or text great. | | Struggling writers would benefit from the support of a ***story frame*** for this writing activity. Example:  My favorite book about friends is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by \_\_\_\_\_\_\_\_\_\_.  I like it because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Another reason I like it is because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I also like it because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Some students may need to dictate the missing parts of the story frame to an adult and have several opportunities to practice reading. | | | “Entering” (non-English/novice) will be able to choose words from a word bank.  “Entering” (non-English/ novice) will be able to copy a model piece of writing. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** In order to assess progress and plan for explicit writing instruction, the teacher will make anecdotal notes about individual student strengths as well as areas needing improvement. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*